

## St Philip Neri with St Bede Pupil Premium Strategy

| 1. Summary information        |  |   |        |   |          |
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| <b>School</b>                 | St Philip Neri with St Bede Catholic Voluntary Academy |   |        |   |          |
| <b>Academic Year</b>          | 2019-20  | <b>Total PP budget</b>                  | £78360 | <b>Date of most recent PP Review</b>                  | Feb 2020 |
| <b>Total number of pupils</b> | 464  | <b>Number of pupils eligible for PP</b> | 61 FSM | <b>Date for next internal review of this strategy</b> | Oct 20   |

| 2. Current attainment  |                               |  |
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|  | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP (national average) 2018 data</i> |
| <b>% achieving the expected standard at the end of in reading, writing &amp; maths</b> | <b>36%</b>                    | <b>70%</b>   |
| <b>Scale score Reading</b>   | <b>104.2</b>                  | <b>106.1</b>   |
| <b>Scale Score EGPs</b>  | <b>104.3</b>                  | <b>107.2</b>   |
| <b>Scale Score Maths</b>   | <b>103.7</b>                  | <b>105.4</b>   |
| <b>Progress score in reading (or equivalent)</b>                                       | <b>0.48</b>                   | <b>0.31</b>  |
| <b>Progress score in writing (or equivalent)</b>                                       | <b>2.58</b>                   | <b>0.24</b>  |
| <b>Progress score in maths (or equivalent)</b>   | <b>-3.24</b>                  | <b>0.31</b>  |

| 3. Barriers to future attainment (for pupils eligible for PP) |   |
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| In-school barriers  |   |
| <b>A.</b>   | Low self-esteem and lack of aspiration from pupils, has a detrimental impact on self-control, behaviour and social inclusion. The school needs to provide a broader range of support to help pupils overcome social barriers to learning. This includes some of the most able pupils. |
| <b>B.</b>   | As a result of some pupils having lower reading skills, they have difficulty accessing other areas of the Curriculum.   |
| <b>C.</b>   | Communication and language difficulties impact on pupils' abilities to express themselves and develop their imaginative and creative aspects of writing. Pupils have a restricted vocabulary.   |

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| <b>D.</b> | Pupils' mathematical fluency difficulties prevents them from accessing reasoning and problem solving tasks. |
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| <b>External barriers</b> |  |
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| <b>E.</b> | Fewer opportunities to access reading and maths outside the school environment due to lack of parental involvement |
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| <b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> ) | <b>Success criteria</b> |
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| <b>A.</b> | <p>Low self-esteem and lack of aspiration from pupils, has a detrimental impact on self-control, behaviour and social inclusion.</p> <p>The school needs to provide a broader range of support to help pupils overcome social barriers to learning. This includes some of the most able pupils.</p> | <p>Boxall profile confirms that Children are able to approach school with a positive and motivated work ethic.</p> <p>Teachers confirms that children have a clear understanding of the expectations for behaviour.</p> <p>When faced with challenging situations, pupils know and use coping strategies to support them when dealing with challenging situations.</p> <p>Teachers confirm there is less low-level disruption as a result.</p> <p>Teachers report that pupils are focused and engaged in lessons.</p> |
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| <p><b>B.</b></p> | <p>As a result of some pupils having lower reading skills, they have difficulty accessing other areas of the Curriculum.</p> | <p>Progress measure for disadvantaged pupils is closer to National Figures by the end of KS2.</p> <p>The proportion of disadvantaged pupils on track to meet Age Related Expectations within each year group is broadly in line with National Outcomes.</p> <p>Termly data for other year groups confirms that the attainment gap for disadvantaged pupils diminishes compared to other pupils within school.</p> <p>Half termly STAR assessment confirms that disadvantaged pupils are making progress in line/similar to other pupils.</p> |
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| <p><b>C.</b></p> | <p>Communication and language difficulties impact on pupils' abilities to express themselves and develop their imaginative and creative aspects of writing. Pupils have a restricted vocabulary.</p> | <p>The proportion of disadvantaged pupils with high prior attainment on track to achieve GD is in line with other pupils with high prior attainment.</p> <p>More able children, who are eligible for PPG, are working at greater depth and making as much progress as 'other' pupils identified as greater depth.</p> |
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| <b>D.</b> | Increased understanding of mathematical concepts. Basic mathematical methods are consolidated and an increased ability to verbalise their thought process. | <p>Child with High Prior Attainment are working at greater depth and making progress which is in line with 'other' pupils identified as high ability across the school.</p> <p>The proportion of disadvantaged pupils on track to achieve ARE is broadly in line with other pupils nationally.</p> <p>Progress score for disadvantaged pupils in Maths improves and is closer to national outcomes at the end of KS2.</p> |
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## 5. Planned expenditure

Academic year 2019-20

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

| Desired outcome   | Chosen action / approach  | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?   | Staff lead   | When will you review implementation?   |
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| Low self-esteem and lack of aspiration from pupils, has a detrimental impact on self-control, behaviour and social inclusion. | <p>Dojo points used daily throughout the school.</p> <p>Positive reinforcement at all times.</p> <p>Celebration assembly every fortnight to focus on achievements.</p> <p>A focus on resilience and self-esteem during our mental health week. (Spring and Summer Term)</p> <p>Implementing Take Five as continuous provision.</p> <p>Supporting with internet safety and the negative impact that can have on self-esteem.</p> | The EEF Toolkit identifies that social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself. (4 months additional progress on average). | <p>Pupil voice-Questionnaires<br/>Monitoring and observations.</p> <p>Regular meetings with parents and communication through Class Dojo.</p> <p>Fostering an atmosphere of parent/teacher/pupil all working together for the pupil's well-being and learning.</p> <p>Creating a culture of positivity and the importance of talking about your feelings through regular nurture time, worry monsters and worry boxes (and latterly Take Five).</p> | <p>All staff</p> <p>Monitored by JP/RA</p> <p>Reported to BL and PMc</p> | <p>February 2020<br/>April 2020<br/>June 2020</p> <p>Report to Governors-July 2020</p> |

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| <p>To raise the progress of reading throughout the school</p> | <p>Parent workshop re: The importance of reading</p> <p>Readathon in the Summer Term</p> <p>Accelerated Reader implemented to ensure pupils' texts are matched more precisely to their reading ability.</p> <p>In order to ensure texts are matched more precisely to the reading ability of children, the library has been reorganised and re-categorised.</p> | <p>Improving Literacy in KS2 report from the EEF identifies that a fluent reading style supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and are re-directed to comprehending the text.</p> <p>Our KS2 SATS results showed accelerated progress. This needs to continue to ensure the gap is closed.</p> <p>The emphasis on reading for some children is not supported at home. In order to close the gap, we need home support.</p> <p>In KS2, all classes use STAR Reading and Accelerated Reader as a means to monitor success and progress. As the year goes on, Get Epic will be introduced to supplement AR.</p> | <p>Lesson observation and monitoring of sessions and guided reading notes.</p> <p>Daily/weekly checking of home/school diary.</p> <p>Pupil voice-questionnaires relating to individual's feelings towards reading.</p> <p>Reports from Accelerated Reader/STAR Reading for teachers use and for use during Parents Evenings.</p> | <p>All Staff</p> <p>Lead by<br/>MA-KS2<br/>MB-KS1<br/>TG-FS</p> <p>Monitored by<br/>RA</p> <p>Reported to<br/>BL and PMc</p> | <p>February 2020<br/>April 2020<br/>June 2020</p> <p>Report to<br/>Governors-July<br/>2020</p> |
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| <p>To increase understanding of mathematical concepts.</p> | <p>Ensure all pupils are receiving mathematical teaching that is more effectively matched to their precise needs.</p> <p>Developing greater opportunities for pupils to apply fluency to reasoning and problem solving tasks.</p> | <p>Children have great difficulty in applying what they know and the methods they have used to reasoning and problem solving. Manipulating the understanding they already have to use within different mathematical situations.</p> <p>Scrutiny from last year's assessments and teacher knowledge support this. Curriculum support from Jane Gill (consultation and Subject Leader networks)</p> | <p>Pre and post learning (Daniel Steele consultation)</p> <p>Formal lesson observations</p> <p>Data Analysis</p> <p>Book Scrutiny</p> <p>Feedback and reflections from staff</p> <p>Marking and improvements</p> | <p>All Staff</p> <p>Lead by RA-KS2 LS-FS/KS1</p> <p>Monitored by RA</p> | <p>February 2020<br/>April 2020<br/>June 2020</p> <p>Report to Governors-July 2020</p> |
| <b>Total budgeted cost</b>                                 |   |   |  |   | <b>£6243.91</b>  |

| <b>ii. Targeted support</b>                             |  |  |  |  |  |
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| <b>Desired outcome</b>                                  | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>  | <b>When will you review implementation?</b>  |
| Improved self-esteem and a desire to aspire from pupils | <p>Social and emotional nurture groups using a range of Resources, including Box Full of Feelings, Nurture Time and Anxiety Gremlins.</p> <p>ELSA support for identified pupils.</p> | <p>Evidence from last year showed that, as with the year before, the interventions had a positive influence, especially ELSA, on the pupils and were successful.</p> <p>We have successfully created a culture where talking about emotions is positive and encouraged through regular nurture time.</p> <p>Enabling children to learn the strategies to control their emotions and express their feelings will allow them to focus on enjoying school and learning, latterly including Take Five at School.</p> | <p>Pupil voice-through discussions and questionnaires</p> <p>Careful timetabling of intervention and carefully chosen staff.</p> <p>Observations of the intervention. (where appropriate)</p> <p>Observations of children with peers both in structured and un-structured times-Middays to support.</p> <p>Weekly discussions with the ELSA counsellors.</p> <p>RA/RB to deliver Take Five training to everyone.</p> | <p>All staff, Including Middays.</p> <p>Monitored by JP/RA</p> <p>Reported to BL and PMc</p> | <p>February 2020<br/>April 2020<br/>June 2020</p> <p>Report to Governors-July 2020</p> |



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| <p>To increase understanding of mathematical concepts.</p> | <p>Numicon<br/>First Class@<br/>Number<br/><br/>Success@<br/>Arithmetic<br/><br/>Pre Teaching provided to groups before beginning a new unit of work.</p> | <p>Evidence from Hand2mind.com research proves that learning is enhanced when pupils acquire knowledge through active processes that engage them. Manipulatives can be the key in providing effective, active, engaging lessons in the teaching of Mathematics.<br/><br/>Regular opportunities to problem solve and answer reasoning questions.</p> | <p>Data Analysis to ensure the differences are being diminished.<br/><br/>Interventions monitored and assessed termly<br/><br/>Observations of interventions carried out.<br/><br/>Book Scrutiny to ensure learning is being applied.<br/><br/>Staff meetings to discuss and implement new practices (Jane Gill/Daniel Steele)</p> | <p>All Staff<br/><br/>Lead by<br/>RA-KS2<br/>LS-FS/KS1<br/><br/>Monitored by<br/>RA<br/><br/>Reported to<br/>BL and PMc</p> | <p>February 2020<br/>April 2020<br/>June 2020<br/><br/>Report to<br/>Governors-July<br/>2020</p> |
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| <p>To improve oral skills and vocabulary throughout the school, particularly focusing on FS and KS1.</p> | <p>Accurate modelling by all adults within school.</p> <p>Word aware programme/More than words/Talkability (All Recommended by the speech and Language therapist.)</p> <p>Talkboost</p> <p>No Pen Days<br/>Summer Term</p> | <p>Evidence from EEF Toolkit confirms that on average, pupils who participate in oral language interventions make approximately 5 months additional progress over the course of a year.</p> <p>Some pupils require targeted support to catch up. Talkboost is a recognised programme which key members of staff have received training to deliver.</p> <p>EEF identifies small group tuition is effective when targeted at pupils' specific needs. 4 months impact.</p> | <p>Observations of interventions.</p> <p>Analysis of Talkboost Data.</p> | <p>All Staff</p> <p>Lead by<br/>MA-KS2<br/>MB-KS1<br/>TG-FS</p> <p>Monitored by<br/>JP/RA</p> <p>Reported to<br/>BL and PMc</p> | <p>February 2020<br/>April 2020<br/>June 2020</p> <p>Report to<br/>Governors-July<br/>2020</p> |
| <b>Total budgeted cost</b>   |  |   |  |   | <b>£96,206.12</b>  |

| <b>iii. Other approaches</b>   |   |   |  |  |  |
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| <b>Desired outcome</b>   | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>  | <b>When will you review implementation?</b>                                      |
| To access extra-curricular activities, school trips, residential trips and music lessons | Children will be given the opportunity to access after school clubs and music lessons. Also, school trips and residential trips will be accessible. | Joining in with activities outside of the classroom boosts self-esteem and self-confidence. It enables those, who cannot access them due to lack of money, to receive the same opportunities as others. | Discussions with each child to find out their desires and wishes.<br><br>Liaising with the school office to ensure places are offered to PP first. | All staff<br><br>Lead by JP and Office staff<br><br>Reported to BL and PMc | February 2020<br>April 2020<br>June 2020<br><br>Report to Governors<br>July 2020 |
| <b>Total budgeted cost</b>   |   |   |  |  | <b>£5060</b>   |

| 6. Review of expenditure                               |   |  |   |                 |
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| Previous Academic Year                                 |   | 2018-2019  |   |                 |
| i. Quality of teaching for all                         |   |  |   |                 |
| Desired outcome  | Chosen action / approach  | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach)  | Cost            |
| Improved self-esteem and a desire to aspire by pupils. | <p>Dojo's used daily throughout the school.</p> <p>Positive reinforcement at all times.</p> <p>Celebration assembly every fortnight to focus on achievements.</p> | <p>Positive impact. This was effective at improving self-esteem by ensuring children received a reward for effort/behaviour/performance. To further encourage children's desire to learn, the Helen Booton award was introduced whereby the pupil with the most Dojos was present with this prestigious award.</p> <p>All staff were fully on-board and committed to using and applying positive reinforcement. This was successful in that staff were able to focus more on the positives and less on the negatives. In turn, this promoted pupils' self-esteem and so had a desire to achieve.</p> <p>Parents were provided with a personal invitation when their child had been nominated to receive an award. This gave pupils a real and tangible sense of pride and achievement.</p> | <p>As this was overwhelmingly successful in developing self-esteem among our pupils, this assembly was celebrated weekly.</p> | <b>£6243.91</b> |

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|   | <p>A focus on resilience and self-esteem during our mental health week. (Spring and Summer Term)</p> <p>Supporting with internet safety and the negative impact that can have on self-esteem.</p> | <p>The entire school community were involved in Mental Health week. Here, pupils were engaged in mediation and the importance of looking after ourselves and our mental health, as well as supporting others with their own health and well-being.</p> <p>Every year, all children in all classes are immersed in e-Safety lessons, following the Purple Mash Scheme of Work. The negative impact that the internet can have on self-esteem is explored so that children know how to use the internet safely, with a particular focus on self-esteem. Weekly reminders were given to children and parents through assemblies and the school newsletter.</p> | <p>Staff and pupils felt Mental Health Week was extremely beneficial; however, as it ran for just one week, the impact was not as significant as it could have been. Therefore, next year, a more regular approach/programme will be planned for.</p> |                     |
| <p>To raise the progress of reading throughout the school</p> | <p>Home/School diary</p>  | <p>Home/School diaries were used more effectively by children and their parents to record where and for how they had read at home. Parents, particular in KS1 and lower KS2 made comments when they heard their child read.</p> <p>KS1 Reading attainment was at least broadly in line with National figures (77% school, 75% national).</p>  | <p>The use of accelerated reader will continue to be used to raise the profile of reading, to engage pupils and to ensure there are clear and precise targets identified for pupils so that targeted interventions can be implemented.</p>            | <p><b>£2424</b></p> |

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|  | <p>Daily guided reading.</p> <p>DEAR and Peer reading across the school.</p> <p>Parent workshop re: The importance of reading</p> | <p>Progress score for end of KS2 Reading in 2019 was 0.28, an improvement from 2017 (-0.15)</p> <p>As a result of Drop Everything and Read and Peer reading, qualitative data confirms a greater enjoyment of reading among pupils and pupils accessing a broader range of texts.</p> <p>Accelerated Reader was presented to the parents of KS2. This was to inform parents of the importance of reading and the direct link between reading often and a child's reading age. The Accelerated Reader program was shared so parents had an understanding of Star Assessments and how they informed teachers of a child's reading age. The impact of this was to raise awareness of the importance of comprehension as well as how the information is used to ensure children are given a text that is pitched accurately.</p> <p>Pupils' engagement in books improved. The Books Fayres chosen offered half price texts;</p> |  |  |
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|  |  | <p>this enable lower income families to purchase texts for their child.</p> <p>As a direct result of targeted spending on raising the progress of reading, the average reading progress score improved from -0.15 to 0.28.</p>  |   |  |
| <p>To improve oral skills and vocabulary throughout the school, particularly focusing on FS and KS1.</p> | <p>Accurate modelling by all adults within school.</p> <p>Word Aware Programme/More than words/Talkability (All Recommended by the Speech and Language therapist.)</p> <p>Adventure Outdoors Summer Term</p> | <p>Foundation Stage staff learned the importance of using appropriate vocabulary/speech with young children. This has provided a consistent approach to developing children's language through accurate modelling.</p> <p>One Day Creative' came into school to work with Y4 and Y5. A Play in a Day was created with these pupils to focus on drama and the performing arts. This thoroughly engaged the children in their topic whilst developing their oracy skills and vocabulary.</p> <p>Adventure Outdoors came to FS on 3 separate days. Children experienced Forest Schools type activities including camp fires and baking bread outdoors. This thoroughly inspired the children, building confidence and giving them an exciting reason to communicate.</p> | <p>Staff will continue to model appropriate language for pupils following Talkability Programme strategies.</p> <p>This will not continue next year. Other programmes already implemented have a greater impact.</p> <p>Outdoor activities have proved especially successful in motivating children to speak. They become enthusiastic communicators, extending vocabulary through real life experience. Due to the success of this scheme, further training on delivering Forest Schools will be undertaken by key staff, which will</p> |  |





|   |  |  | Classroom Secrets is not always consistently in line with White Rose and the range of reasoning tasks was not suitable; this subscription will not be renewed. |                   |
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| ii. Targeted support                                    |  |  |  |                   |
| Desired outcome   | Chosen action / approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach)   | Cost              |
| Improved self-esteem and a desire to aspire from pupils | Social and emotional nurture groups using a range of resources<br><br>ELSA<br><br>Mental Health Week-Spring and Summer Term. | Reports from teachers confirmed that there was less disruption during lessons, particularly after lunchtime. This is because they were able to use the taught strategies to manage their emotions and deal positively with conflicts.<br><br>Midday supervisors report that there were fewer disruptions.<br><br>Teachers report that children who have lacked resilience, engagement and positive emotions have experienced positive well-being changes, which have enabled them to have experienced accomplishment and have a range of strategies to overcome barriers. Therefore, emotional barriers have been removed, enabling the children to access the Curriculum. | Due to overwhelming success of this strategy, ELSA provision will be expanded.   | <b>£96,206.12</b> |

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|   |  | <p>The entire school community were involved in Mental Health week. Here, pupils were engaged in mediation and the importance of looking after ourselves and our mental health, as well as supporting others with their own health and well-being.</p>  |   |  |
| <p>To raise the progress of reading throughout the school</p> | <p>Phonics interventions</p> <p>Renaissance reading (Yr 3,4,5 &amp; 6)</p> | <p>Phonicstracker.com has enabled staff to accurately track attainment and progress in phonics so work is matched accurately to the needs of pupils.</p> <p>Renaissance Reading had been trialled two years previous; it successfully enabled SLT and Subject Leaders to track pupils' progress in Reading. Furthermore, pupils were thoroughly engaged in the online quizzes, which promoted a love of reading. For upper KS2, pupils became very competitive with becoming a Word Millionaire by the end of the year. This year, Year 3 pupils have been incorporated on the Renaissance Reading program. The impact has also been reflected in end of year data whereby 2017-18 figures, the Scaled Score in Reading 101 (104 for non-PPG), but this year the Scaled Score has increase to 104.2. PPG pupils performed slightly better than non-PPG (104). This has therefore diminished the difference between PPG and non-PPG.</p> | <p>Given the success of the free trial, school will subscribe to phonicstracker.com next year. This will enable staff to assess and track pupils' progress in greater detail and also provide targeted support to pupils ensuring that work is accurately matched to their needs.</p> |  |

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| <p>To improve oral skills and vocabulary throughout the school, particularly focusing on FS and KS1.</p> | <p>TalkBoost</p> <p>Socially Speaking</p> <p>Social and emotional fix</p> <p>Word aware programme/More than words/Talkability (All Recommended by the SALT.)</p> | <p>The Talkboost intervention has proved to be very successful in FS and has produced improvements in vocabulary and oral skills after a comparatively short amount of time. Children become more confident using language and thoroughly enjoy the sessions.</p>   | <p>We have every intention to continue to deliver the Talkboost intervention, however, consideration needs to be given to how this will be staffed. Additionally tracking of assessment data will be further strengthened to ensure it is more robustly tracked and the impact can be identified more readily.</p> |  |
| <p>To increase understanding of mathematical concepts.</p>   | <p>Numicon</p> <p>First class at number (slightly adapted)</p> <p>Success at Arithmetic</p> <p>Regular interventions and exposure to pre-teaching.</p>           | <p>Numicon is used in taught sessions and continuous provision in FS. It has developed children's ability to visualise and understand mathematical concepts.</p> <p>As a result of the implementation of First Class at Number, the average scale score for disadvantaged pupils increased from 100.6 to 103.7 from 2018-2019 (higher than other pupils within school).</p> | <p>Numicon and First Class at Number have had a positive impact on attainment in Maths for disadvantaged pupils. This is yet to impact on progress measures, since it had not been fully embedded. This approach will be used next year.</p>   |  |

| iii. Other approaches  |   |  |   |              |
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| Desired outcome  | Chosen action / approach  | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach)  | Cost         |
| To access extra-curricular activities, school trips, residential trips and music lessons | Children will be given the opportunity to access after school clubs and music lessons. Also, school trips and residential trips will be accessible. | This approach resulted in improved attitudes to learning and improvements in mental health and well-being.         | Whilst this had some impact on pupils, the impact was minimal and difficult to measure. It will not continue next year. | <b>£5060</b> |